

NECAP Test Administration Workshop Grade 11



**Vermont Department of Education:
Standards and Assessment Division and
Measured Progress**

Dates: September 6, 7, 8, 12 and 14, 2006

The purpose of this workshop is to ensure that

- everyone understands the background of NECAP
- everyone understands the administration procedures for the pilot tests.
- the NECAP tests are administered in a comparable way in all locations across the three states.
- quality control procedures are followed for returning materials.



**Measured Progress Service Center
1-877-632-7774**

Mellicent Friddell: NECAP Program Assistant
Phone - 1-603-749-9102 ext. 2355
E-mail - mfriddell@measuredprogress.org

Tina Haley: NECAP Program Assistant
Phone - 1-603-749-9102 ext. 2427
E-mail - chaley@measuredprogress.org

Jennifer Varney: NECAP Program Assistant
Phone - 1-603-749-9102 ext. 2115
E-mail - jvarney@measuredprogress.org



**Measured Progress Service Center
1-877-632-7774**

Amanda Smith: NECAP Program Manager
Phone - 1-603-749-9102 ext. 2259
E-mail - asmith@measuredprogress.org

Monica Shea: NECAP Program Manager
Phone - 1-603-749-9102 ext. 2162
E-mail - mshea@measuredprogress.org

Elliot Scharff: NECAP Program Manager
Phone - 1-603-749-9102 ext. 2126
E-mail - escharff@measuredprogress.org

Harold Stephens: NECAP Program Director
Phone - 1-603-749-9102 ext. 2235
E-mail - hstephens@measuredprogress.org

Timothy Crockett: Assistant Vice President
Phone - 1-603-749-9102 ext. 2106
E-mail - tcrockett@measuredprogress.org

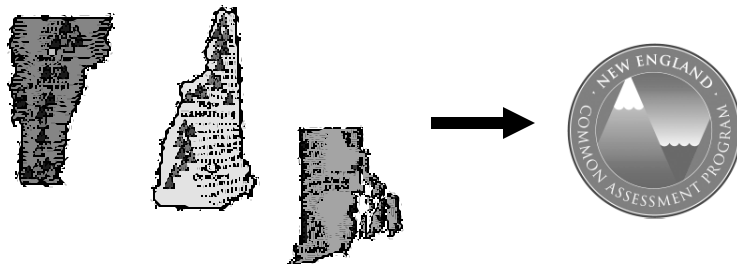
VT DOE Staff Contacts for NECAP Information

Gail Taylor Division Director Phone: (802) 828-5158 E-Mail: gailtaylor@education.state.vt.us	Michael Hock Assessment Director Phone: (802) 828-3115 E-Mail: michaelhock@education.state.vt.us
Mary-Ann Minardo Assessment Consultant Phone: (802) 828-5410 E-Mail: maryannminardo@education.state.vt.us	Rose Wheeler Administrative Assistant Phone: (802) 828-3114 E-Mail: rosegwheeler@education.state.vt.us
Marty Gephart Writing Assessment Coordinator Phone: (802) 828-1462 E-Mail: martygephart@education.state.vt.us	Lindy Johnson Reading Assessment Coordinator Phone: (802) 828-6562 E-Mail: lindyjohnson@education.state.vt.us
Lisa Lovelette Mathematics Assessment Coordinator Phone: (802) 828-0211 E-Mail: lisalovelette@education.state.vt.us	Stephen Magill Data Management Director Phone: (802) 828-6565 E-Mail: stephenmagill@education.state.vt.us
Cindy Moran Alternate Assessment Coordinator Phone: (802) 828-0646 E-Mail: cindymoran@education.state.vt.us	Greg Wylde Alternate Assessment Coordinator Phone: (802) 828-1338 E-Mail: gregwylde@education.state.vt.us
Jim McCobb ESL/Refugee Coordinator Phone: (802) 828-1338 E-Mail: jimmccobb@education.state.vt.us	Standards and Assessments Division General Number (802) 828-2756

Important Dates

October 27-30:	Test Materials and Student ID Labels shipped to schools
November 14 -17:	Test Administration Window
November 20:	UPS pickup test materials for return to Measured Progress (materials need to be ready at 8 AM)

How Did We Get Here?



It began with No Child Left Behind –

but it became a shared vision of high standards and quality assessment.

January 8, 2002, No Child Left Behind was signed into law.

- Each state must assess students every year in each of grades 3-8, and one grade at high school beginning in the 2005-2006 academic year.
- Each state is responsible for developing expectations for student achievement in mathematics and reading/language arts in each of grades 3-8 and one grade at high school;

To meet this challenge...



The New England Compact was instituted in 2002 by the Commissioners of Education of Maine, New Hampshire, Rhode Island, and Vermont.

The New England Compact provides a forum for the states to explore idea, build a collective knowledge base, and establish cross-state activities that benefit each state.

From this collaboration emerged the New England Common Assessment Program

www.necomact.org/

What are the Advantages of Collaboration?

- Developing a customized test at off the shelf prices
- Expanded Resources and Improved Quality
 - Teacher Involvement X 3
 - Test Coordinators X 3
 - Content Experts X 3
 - Technical Advisory Committee X 3
 - Bias Review X 3
 - Commitment to and experience with Item Development and Review X 3



Key Challenges in the Design of the New England Common Assessments

- Create a common set of Grade Level Expectations (GLEs) at grades 3-8 and Grade Expectations (GEs) at grade 11 that fairly and validly represent the standards of all three states
- Reach agreement and shared vision on how to measure the GLEs and GEs
- Allow schools, districts and the states to maintain unique approaches to curriculum and instruction
- Develop common test standards and cut points that will work in each state's unique accountability system
- Provide accessibility to the assessment for the maximum number of students possible

Emerging Principles -

Based on a year and a half of work with Grade Level Expectation Teams, Content Teams, Item Review Teams and Bias Review Committees, we believe a large-scale common assessment can and should:

- Be linked to state and local content standards
- Provide information valued at the classroom level by teachers who use this data to change instruction - in other words be **INSTRUCTIONALLY RELEVANT**
- Support the continuum of assessment from classroom to state levels
- Meet tough standards of reliability and validity
- Be maximally accessible



Overview of Test Design

Who?

- The assessment includes public school students in grades 3-8 and 11 in New Hampshire, Rhode Island, and Vermont.
- Through explicit planning during test construction and the use of accommodations, the tests will be accessible to all but a very few students.
- The common assessment does **NOT** include each state's alternate assessment or English language proficiency assessment programs.

Overview of Test Design

Improved Accessibility through Universal design



Overview of Test Design

Improved Accessibility through Universal design

- Inclusive assessment population
- Precisely defined constructs
- Accessible, non-biased items
- Amenable to accommodations
- Simple, clear, and intuitive instructions and procedures
- Maximum readability and comprehensibility
- Maximum legibility



Overview of Test Design

What?

- The content, skills, and depth of knowledge contained in the GLEs and GEs developed jointly by the three states expressly for this assessment program.
- Reading and Mathematics tests at grades 3 through 8 and 11. Writing tests at grades 5, 8 and 11.
- At each grade level, the tests will measure end-of-grade GLEs or GEs for the previous year.
- Each test will be designed to measure a range of student achievement across four performance levels.

Overview of Test Design

When?

- A “full-scale” Pilot Test will be administered November 14 – 17, 2006
- Tests will be administered in the fall rather than the spring.
- Operational testing will begin in October 2007.
- Testing will occur during a 3-week window at the beginning of October.

Overview of Test Design

Why fall testing?

- Assessments results will be returned in winter of the same year, followed later by accountability results.
 - Allows time for interpretation and use of the assessment results for curriculum and instruction improvement during the spring and summer
 - Allows us to get the results back to the teacher who gave the test
 - Minimizes impact on instructional time
 - Allows us to truly test end of grade standards
 - Provides measurement of long-term learning
 - Improves compliance with NCLB accountability requirements

Overview of Test Specification

Each test will include a variety of item types

- Multiple-choice
- Constructed-response
- Short Answer (mathematics and writing)
- Extended Writing (writing)

Form Follows Function

Overview of Test Specifications

The New England Common Assessment uses a mixed common and matrix design.

- Common Items- Items that are the same for ALL. The scores are based on these items
- Matrix Items- Items that are part of equating and field testing. Each form is different. These items don't "count" on student scores.

Overview of Test Specifications

What is Depth of Knowledge?

- Levels are focused on the complexity of the item, not on how different students interact with the item
- Descriptors *in each discipline* to guide item development and classification
- Levels help define the upper limits and range of items that are “fair game” for an assessment for a given GE

Overview of Test Specifications

Depth of Knowledge Levels

- Level 1 Recall
- Level 2 Skill/Concept
- Level 3 Strategic Thinking
- Level 4 Extended Thinking

From the work of Norman Webb

Overview of Test Specifications

Example: Depth of Knowledge Applied to Math

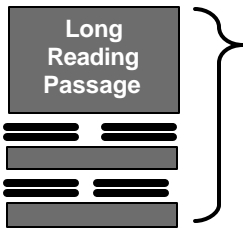
- **Level 1** involves recall, or the use of a procedure, solving an equation, or applying an algorithm or formula.
- **Level 2** involves more than one step, demonstrating conceptual understanding through models and explanations, classifying information, and interpreting data from a simple graph.

Overview of Test Specifications

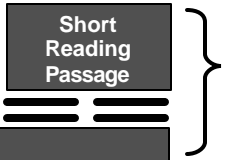
Math Example (continued)

- **Level 3** involves reasoning, planning, or using evidence
- **Level 4** requires complex reasoning, planning, and thinking over extended periods of time. In mathematics, Level 4 Depth of Knowledge will not be assessed on the state grade level assessments.

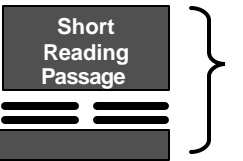
Reading Pilot Test Design: Block A



- 1 Literary or informational passage
- 8 multiple choice questions (1 pt)
- 2 constructed response questions (4pts)



- 1 Literary or Informational passage
- 4 multiple choice questions (1 pt)
- 1 constructed response question (4 pts)

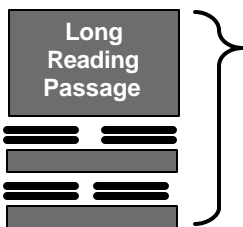


- 1 Literary or Informational passage
- 4 multiple choice questions (1 pt)
- 1 constructed response question (4 pts)

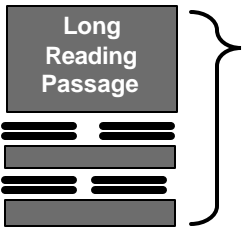


- 4 stand-alone multiple choice questions (1 pt)

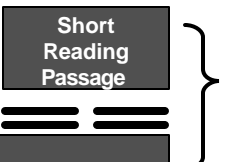
Reading Pilot Test Design: Block B



- 1 Literary or informational passage
- 8 multiple choice questions (1 pt)
- 2 constructed response questions (4pts)



- 1 Literary or informational passage
- 8 multiple choice questions (1 pt)
- 2 constructed response questions (4pts)



- 1 Literary or Informational passage
- 4 multiple choice questions (1 pt)
- 1 constructed response question (4 pts)

Distribution of Emphasis for Reading

Reading Content Clusters	2(3)	3(4)	4(5)	5(6)	6(7)	7(8)	10(11)
Word Identification	20%	15	-	-	-	-	-
Vocabulary	20%	20	20	20	20	20	20
Initial Understanding <i>Literary</i>	20%	20	20	20	15	15	15
Initial Understanding <i>Informational</i>	20%	20	20	20	20	20	20
Analysis and Interpretation <i>Literary</i>	10%	15	20	20	25	25	25
Analysis and Interpretation <i>Informational</i>	10%	10	20	20	20	20	20
<i>Total</i>	100%	100	100	100	100	100	100

Writing Pilot Test Design

May have response to text stimulus

Prompt

Extended Response (6 pts):

response to text OR
expressive writing OR
informational writing

Distribution of Emphasis for Writing

Writing Content Clusters	2(3)	3(4)	4(5)	5(6)	6(7)	7(8)	10(11)
Structures of Language			Less emphasis			Less emphasis	Less emphasis
Response to Literary or Informational Text			Greater emphasis			Greater emphasis	Greater emphasis
Narrative			Greater emphasis			Less emphasis	N/A
Informational Writing <i>Reports</i> <i>Procedures</i> <i>Persuasive</i>			Greater emphasis (reports only)			Greater emphasis	Greater emphasis
Conventions			Less emphasis			Less emphasis	Less emphasis
Expressive Writing			N/A			N/A	Greater emphasis

Mathematics Pilot Test Design

Block A

No Calculator or tools

5 multiple choice
(one point each)

=====

2 Short Answer
(one point each)

1 Short Answer
(two points each)

1 Constructed Response
(four points)

Block B

Calculator and tool active

5 multiple choice
(one point each)

=====

2 Short Answer
(one point each)

1 Short Answer
(two points each)

1 Constructed Response
(four points)

Distribution of Emphasis for Mathematics

Mathematics Content Strands	2(3)	3(4)	4(5)	5(6)	6(7)	7(8)	10(11)
Number and Operations	55%	50	50	45	30	20	20
Geometry and Measurement	15%	20	20	25	25	25	25
Algebra and Functions	15%	15	15	15	30	40	40
Data, Statistics, & Probability	15%	15	15	15	15	15	15
<i>Total</i>	<i>100%</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>

Checklists for Principals and Test Coordinators (page ii)

- ✓ Before Testing
- ✓ During Testing
- ✓ After Testing

The New England Common Assessment Program (NECAP) (page 1)

Background

- Collaboration among New Hampshire, Rhode Island, and Vermont to create a common program
- Allows states to combine experience, increase capacity, and share costs

Purpose of the Pilot Test

- Field testing of all items
- Try out testing procedures
- Opportunity for all schools to experience NECAP prior to the October 2007 operational assessment

The New England Common Assessment Program (NECAP) (page 1)

Structure of the Pilot Test

- Students in every school in all three states
- Each student completes one session of each subject [reading, mathematics (two parts), and writing]
- Differences between Pilot and Operational Test:
 - Total testing time
 - Number of sessions
 - Make-up tests
 - Testing window
 - Reporting

School Test Coordinator's Responsibilities

(page 2)

Primary responsibilities:

- serve as the school's contact person with Measured Progress
- coordinate all test-related activities
- prepare test administrators to administer NECAP according to directions in the *Test Administrator Manual*
- observe and monitor test administration in your school
- oversee the inventory, distribution, collection, and return of **ALL** test materials
- ensure test security and compliance with test administration procedures

Test Security (page 3)

Test Security relies on the professional integrity of everyone in our schools across all three states. No student should be advantaged or disadvantaged based on how or where the test is administered.

All test items and responses to those items in the NECAP are secure and may not be copied or duplicated in any way or kept by the school after testing is completed.

Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

Breaches in Test Security

Any concern about breaches in test security must be reported immediately to the test coordinator and/or principal.

The test coordinator/principal is then responsible for reporting breaches to the district superintendent and the state department of education.

BEFORE TESTING

Preparation for Test Administration

(page 4-8)

Manuals (page 4)

- Read the *Principal/Test Coordinator* and *Test Administrator Manuals*

Student Participation and Accommodations (pgs. 4-5)

- The *Accommodations and Procedures: Administrators Training Guide* covers these topics:
 - Who should be tested
 - Determining how students will participate using accommodations
 - Documenting and bubbling in accommodation codes

Who should be tested for the Pilot (page 4)

As many students as possible, including:

- Students with disabilities
- English language learners
- Students attending career and technical centers

EXCEPTIONS for the Pilot test ONLY:

- Students who would normally participate in alternate assessment
- ELL students enrolled in U.S. schools < one year
- Students absent from entire testing window
- Students experiencing extraordinary personal circumstances

Accommodations

Who is eligible for testing accommodations?

ALL students

Accommodations

These questions guided the decisions about accommodations for the NECAP tests:

1. *How can we minimize the need for accommodations by improving our general test design and support materials?*
2. *When needed, what accommodations should be available to students so that test items can be accessed without providing an advantage?*
3. *What guidance can be provided to teachers so that accommodations are understood and effectively implemented?*

Accommodations

- Accommodations *do not change* what we expect students to know and be able to do.
- Test accommodations are based on individual student needs and classroom assessment practice; they are not for the use by an entire classroom or category of students.
- They should not give students unfair advantages; rather they are meant to remove barriers that may exist due to a student's learning style or disability.

Appendix 5 Table of Standard Accommodations (Page A -6)

Appendix 5: Table of Standard Test Accommodations Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

A. Alternative Settings A-1 Administer the test individually in a separate location. A-2 Administer the test to a small group in a separate location. A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class). A-4 Preferential seating (e.g., front of room). A-5 Provide special acoustics. A-6 Provide special lighting or furniture. A-7 Administer the test with special education personnel. A-8 Administer the test with other school personnel known to the student. A-9 Administer the test with school personnel at a non-school setting.	D. Response Formats D-1 Student writes using word processor, typewriter, or computer. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.) D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.) D-3 Student writes using Braille. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.) D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.) D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel transcribes student responses exactly as dictated, into the Student Answer Booklet.) D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
B. Scheduling and Timing B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style. B-2 Allow short, supervised breaks during testing. B-3 Allow extended time, beyond what is recommended, until in the administrator's judgment, the student can no longer sustain the activity.	If an accommodation that is not listed above is needed for a student, please contact the state personnel for accommodations to discuss it.
C. Presentation Formats C-1 Braille. C-2 Large-print version. C-3 Sign directions to student. C-4 Read test aloud to student (Mathematics and Session 1 Writing only). C-5 Student reads test aloud to self. C-6 Translate directions into other language. C-7 Underline key information in directions. C-8 Visual magnification devices. C-9 Reduction of visual print by blocking or other techniques. C-10 Acetate sheets. C-11 Auditory amplification device or noise buffers. C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only). C-13 Abacus use for student with severe visual impairment or blindness (Mathematics - Any Session).	E. Other Accommodations¹ E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable. E-2 Scoring the Writing Test (only for students requiring special consideration). F. Modifications⁴ F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test. F-2 Revising the Reading Test. F-3 Other.

1. Reading the Reading Test to the student invalidates all reading sessions.
 2. Sign and grammar checks must be done on. This accommodation is intended for unique individual needs, not an entire class.
 3. Not considered a modification to the accommodation form by the Department of Education prior to test administration.
 4. All affected sessions using these modifications are counted as incorrect.

Accommodations

Accommodations, Guidelines, and Procedures: Administrator Training Guide

- Available on state DOE websites
- Using the Table of Standard Test Accommodations, **school teams** may choose in advance, and use without state approval, any standard accommodation listed in categories A, B, C, or D.
- Accommodation(s) must be consistent with those used in student's regular classroom or student must have experience using the accommodation prior to the assessment
- After testing is finished, all accommodations actually used during testing must be recorded on page 2 of the Student Answer Booklet.

Accommodations

Requests for the use of Other Accommodations (E)

- Contact state DOE for permission in advance of testing
- Accommodation(s) must be consistent with those used in student's regular classroom or student has experience using the accommodation prior to the assessment.
- If the requested accommodation is found to be comparable to a standard accommodation, written approval will be given.
- **Student work done using category A, B, C, D, or approved E accommodations will be fully credited & scored.**

Modifications

- If state review determines that your request for an other accommodation will change what the test measures, the state will respond in writing that use of this procedure will produce a test "modification" and must therefore be coded as a "Modification (F)"
- Use of a "Modification (F)" will result in no credit given for student work during test sessions in which this modification was used.
- Any "Other" Accommodation not registered as approved by your state department of education will be treated as a "Modification (F)".

Accommodations

A school NEEDS to:

- support classroom teachers through the accommodations decision-making process.
- include all of a student's classroom teachers, parents, and the student, if appropriate, in the decision-making process.
- standardize the accommodation administration process and plan the resources necessary for large-scale implementation.
- ensure that the students' records include the decisions made to inform both current instruction and future educational planning.

Accommodations

- **Expanded information and guidance** on planning, choosing, and using accommodations is available on the NECAP Page of the VT DOE website in a printable manual called: *NECAP Accommodations, Guidelines, and Procedures: Administrator Training Guide*. A CD that includes this manual (as well as NECAP Practice Tests) was also mailed to all principals and curriculum coordinators last year.
- For requests to use "Other Accommodations" (E1 and E2) contact Cindy Moran (828-0646) or Greg Wylde (828-1338).

Due Date for requests: absolutely no later than
November 14, 2006.

Scheduling Test Sessions (pages 5 - 6)

- NECAP Pilot test sessions in Reading and Writing are designed to be completed in approximately 60 minutes. The NECAP Pilot test session in Mathematics has two parts. The two parts, combined, are designed to be completed in approximately 60 minutes.
 - If working productively, students may be allowed up to 30 additional minutes at the discretion of the test administrator.
 - Students who are likely to need more than 90 minutes should have an extended time accommodation in place prior to testing.
 - Schedule up to 90 minutes of uninterrupted time for administering each session. At test administrator's discretion, a test session may be concluded at any time when all students are finished.
 - A test session must be a minimum length of 60 minutes, and no longer than 90 minutes.

Scheduling Test Sessions (pages 5 - 6)

- All testing, including accommodated sessions, must occur between November 14th and November 17th.
- Test sessions must be scheduled and given in the order presented in the student's test booklet. Reordering the test sessions, even as an accommodation, is not permitted.
- All grade 11 classrooms in the school must follow the same testing schedule. To the extent possible, districts should coordinate testing in order to avoid possible breaches in test security. Schools do not need to report their testing schedule to the VT DOE.

Pilot Testing Schedule

Session 1 - Reading

Session 2 - Mathematics

- Part a: non-calculator
- Part b: calculator

Session 3 - Writing

Student Questionnaire

Student ID Labels (page 7)

- Labels created for students based on end of 2005-06 projected enrollment files
- 2 identical labels printed for students: one for Student Answer Booklet, one for Reading/Mathematics Student Test Booklet
- No label is required for the separate Writing Student Test Booklet

Student ID Labels (page 7)

- 3 fields **MUST** be correct in order to use label: student name, state-assigned student ID number, and school name
- If any of the 3 fields are incorrect or missing, **DO NOT USE** the label, call your state DOE to report the discrepancy **AND** complete student information on pages 1 and 2 of the Student Answer Booklet
- For students **WITHOUT** a label, you must complete student information on pages 1 and 2 of the Student Answer Booklet

Student ID Labels (page 7)

State	Required on the Student Answer Booklet for students without a label	
	Page 1	Page 2
NH	Student name, state assigned student ID, and birth date	No student demographic information is required
RI	Student name, state assigned student ID, and birth date	Gender, primary race/ethnicity, LEP, IEP, SES, Migrant, 504 Plan, Title 1A
VT	Student name and birth date	Gender, Primary race/ethnicity, LEP, IEP, SES, Migrant

Student ID Labels (page 7)

Student ID labels for students NOT in your school

- Labels are NOT transferable between schools
- Throw away any labels provided for students not enrolled in your school
- DO NOT forward these labels on to other schools
- DO NOT affix these labels to Student Answer Booklets

Preparing Student Test and Answer Booklets for Testing (pages 7-8)

- All booklets will be shrink-wrapped in packs
- Do not re-sequence test booklets or answer booklets.
- Student Answer Booklets come inserted in the Student Test Booklets paired by form

Preparing Student Test and Answer Booklets for Testing (pages 7-8)

- DO NOT separate the Student Answer Booklets from the Student Test Booklets
- If the booklets do become separated, you will need to match the form number on the front cover of the Student Test Booklet with the bracketed portion of the number printed on the bottom right corner of the Student Answer Booklet.
- Count the booklets to verify that the quantity received matches the quantity sent. Call Measured Progress if your count does not match the quantity indicated on the Material Summary form sent by Measured Progress.
- The unique serial numbers on test booklets and answer booklets are not designed to match.

Preparing Student Test and Answer Booklets for Testing (page 7-8)

For students WITH Student ID labels

- Affix the first label to the front cover of the Reading/Mathematics Student Test Booklet in the space provided
- Affix the second label to the front cover of the Student Answer Booklet in the space provided
- No label is needed for the Writing Test Booklet

Form 1-4 UNICAP 07_18.56 pg 1

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Prior to Test Administration (pages 8-9)

Designating Test Administrators

- Administer content area test sessions simultaneously within each school
- Students that require accommodations must be supervised by trained test administrators (refer to *Accommodations, Guidelines, and Procedures: Administrator Training Guide*)

Preparing Test Administrators (pages 8-9)

- create a plan for applying Student ID labels or coding student identification information
- discuss additional materials needed:
 - scratch paper
 - Mathematics reference sheets
- discuss additional optional materials:
 - calculator
 - Post-Its
 - highlighter (Test Booklets only)
- explain security procedures
- explain guidelines for classroom environment
- encourage completion of *Test Administrator Questionnaire*

Test Materials (pages 10-14)

Inventory Test Materials

Quantities of Student Test Booklets and Answer Booklets

Quantities of Other Test Materials

Ordering Additional Materials

Storing and Access to Test Materials

Equipment and Materials *Permitted* During Test Administration

Equipment and Materials *Prohibited* During Test Administration

Ancillary Test Materials

DURING TESTING

Test Administration (page 15)

Distributing Test Materials

- Keep test materials in a secure locked storage area except during testing sessions

Monitoring for Correct Test Administration

- Test administrators may not comment on students' work. Test administrators may not help students in any way except during the General Instructions, Student Questionnaire, or as specified in the *Test Administrator Manual*

AFTER TESTING

Preparation of Test Materials for Return

(pages 16-18)

Collecting Materials After Testing

- List on page 16 of *Principal/Test Coordinator Manual*

Special Materials

- Make sure that all non-standard student generated work (computer generated, large-print, and Braille responses) have been transcribed into a regular Student Answer Booklet
- Examples of materials for the Special Handling envelope: torn booklets, responses written with anything other than a #2 pencil, damaged test booklets

Verifying Completion of Student Information on Student Answer Booklets

- Ensure that label is affixed properly for all students with a Student ID label
- Ensure that all applicable student information has been completed for students without a Student ID label
- Ensure that accommodation information has been coded on page 2 of the Student Answer Booklet for students that used an accommodation(s)

STUDENT ANSWER BOOKLET

MARKING INSTRUCTIONS

 **USE NO.2 PENCIL ONLY** 

CORRECT MARK

INCORRECT MARKS

2006 – 2007
GRADE 11



The information below must be completed for any student without a preprinted student identification label.

[illegible]

STATE ASSIGNED STUDENT ID							
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

BIRTH DATE			
Month	Day	Year	
JAN <input type="radio"/>	<input type="text"/>	1	9
FEB <input type="radio"/>	<input type="text"/>		
MAR <input type="radio"/>	<input type="text"/>	0	0
APR <input type="radio"/>	<input type="text"/>	1	0
MAY <input type="radio"/>	<input type="text"/>	2	2
JUN <input type="radio"/>	<input type="text"/>	3	0
JUL <input type="radio"/>	<input type="text"/>	4	4
AUG <input type="radio"/>	<input type="text"/>	5	0
SEP <input type="radio"/>	<input type="text"/>	6	0
OCT <input type="radio"/>	<input type="text"/>	7	0
NOV <input type="radio"/>	<input type="text"/>	8	0
DEC <input type="radio"/>	<input type="text"/>		

AFFIX STUDENT ID LABEL HERE

The information below must be completed if there is no label

STUDENT NAME:
SCHOOL NAME:
DISTRICT NAME:

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STUDENT PROGRAM PARTICIPATION INFORMATION

Applicable information is to be completed after testing by a teacher/staff person for every enrolled student. Please refer to the Principal/Test Coordinator Manual or the Test Administrator Manual for more information.

ACCOMMODATIONS USED			
	READING	MATHEMATICS	WRITING
A-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-4	NA	<input type="radio"/>	<input type="radio"/>
C-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-12	NA	<input type="radio"/>	<input type="radio"/>
C-13	NA	<input type="radio"/>	NA
D-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-5	<input type="radio"/>	<input type="radio"/>	NA
D-6	<input type="radio"/>	<input type="radio"/>	NA
E-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-2	NA	NA	<input type="radio"/>
E-3	NA	<input type="radio"/>	<input type="radio"/>
F-1	<input type="radio"/>	NA	NA
F-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPLETE THE INFORMATION BELOW
FOR EVERY STUDENT WITHOUT A
LABEL, IF APPLICABLE.

GENDER

☐ Female ☐ Male

PRIMARY RACE / ETHNICITY

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Hispanic or Latino

☐ Native Hawaiian or Pacific Islander

☐ White

LEP

☐ Currently receiving LEP services

☐ Former LEP student - monitoring year

☐ Former LEP student - monitoring year

IEP	SES	Migrant
<input type="radio"/> Yes	<input type="radio"/> Yes	<input type="radio"/> Yes

504 Plan	TITLE 1A
<input type="radio"/> Yes	<input type="radio"/> Yes

Preparation of Test Materials for Return

(pages 16-18)

Completing Principal's Certification of Proper Test Administration (page 18)

Before sealing the cartons for return of test materials:

- Complete one on-line Principal Certification of Proper Test Administration form
- Submit the form electronically AND print, sign, and return a copy of the form with test materials

Numbers needed to complete the form:

- total quantity of booklets sent to your school
- quantity of used booklets being returned
- total quantity of booklets being returned

Detailed instructions will be shipped with test materials

Preparation of Test Materials for Return

(pages 16-18)

Return of Materials (pages 18-19)

- Packaging test materials for return to Measured Progress
- (Instructions are on page 22 of *Principal/Test Coordinator Manual*)
- UPS One Day Pickup on November 20th at 8:00 am
- Use original shipping cartons
- Materials that do not need to be returned

DO NOT return the following:

- Materials Summary Forms
- Packing Slip *Secured Material*
- Mathematics reference sheets
- Rulers and protractors
- Principal/Test Coordinator manuals
- Test Administrator manuals

NECAP Resource Materials Available on the VT DOE Website

- **Student Support and Testing Materials**
 - Math Reference Sheets
- **Manuals**
 - Accommodations, Guidelines, and Procedures: Administrator Training Guide
 - NECAP Principal/Test Coordinator Manual
 - NECAP Test Administrator Manuals
- **Reference Materials**
 - Assessment Update Memos
 - NSRE/NECAP Comparison
 - Sample Parent Letter
 - NECAP October 2005 Administration Review and Evaluation

Questions and Answers

